

Mobile County Public School System  
Division of Curriculum & Instruction

Pacing Guide At A Glance      Kindergarten  
Reading - Spelling – Grammar/Mechanics

Preface

This Pacing Guide at a Glance has been prepared by Kindergarten classroom teachers and coaches. On each page, you will find the same set-up which includes all content standards to be taught for reading, spelling, and grammar/mechanics. As often as possible, spelling and grammar/mechanics should be taught within the meaningful context of the reading selection. Teachers should refer to the weekly selections for all reading, spelling, and grammar/mechanics plans.

Each child should receive instruction on all the identified grade level content standards and, at the same time, receive instruction based upon his/her instructional reading level (blue, yellow, green or My Sidewalks). While the teacher's focus must be on the content standards identified for each quarter, these represent the minimum requirements. Teachers will use their knowledge about what children require developmentally to become well-rounded readers who can make sense of text. *Reading Street* will be implemented as designed.

**Oral Language**

Even though oral language objectives are not currently assessed on district-mandated assessments (i.e. DCAs, EQTs), this is no reflection on the importance of these skills for the total development of Kindergarten students. Until assessments which address the varied demographic, cultural, geographic, and developmental differences of the students we serve, teachers must rely on observational data and assessment checklists to assess student progress toward meeting these objectives.

**Center Management**

While we understand that Kindergarten students need time to learn rules and procedures, this time must be used effectively. Teachers who began teaching the *Reading Street* curriculum the second week of school experienced the greatest success with their students. Center rules and procedures **can** be taught alongside the curriculum. One center can be introduced whole group with its corresponding rules and procedures. Each week a new center can be added on as students master the procedures. By the sixth week of school, centers should be fully implemented.

**Handwriting**

Research has shown there are several benefits in using D'Nealian Manuscript. For lower grades, it will eliminate the b-d reversal problem. Many of the D'Nealian lower case letters are the same as their cursive version; therefore, children easily move into cursive writing when ready. It is the expectation of Mobile County Public Schools that Kindergarten teachers teach D'Nealian Manuscript during a specified time for handwriting. (Refer to the Mobile Handwriting Program / Readiness for basic strokes and spacing).

**NOTE:** Objectives in *italics* are not directly taught in *Reading Street*. Teachers must supplement these objectives.

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**Reading – Kindergarten      1<sup>st</sup> Quarter      Pacing Guide At a Glance**

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
1	<u><b>Phonemic Awareness</b></u> <ul style="list-style-type: none"> <li>identify and categorize initial phonemes (/b/ - <b>ball</b>, car, <b>bat</b>)</li> <li>recognize rhyming words</li> <li><i>segment sentences into words</i> (count the number of words in simple sentences)</li> <li>hear and reproduce initial phonemes</li> </ul>		
3	<u><b>Phonics</b></u> <ul style="list-style-type: none"> <li>identify and name upper-case and lower-case letters</li> </ul>		
4	<u><b>Vocabulary Development</b></u> <ul style="list-style-type: none"> <li>use words to describe and represent real-life objects and actions</li> <li>recognize at least five high frequency words</li> </ul>		
5	<u><b>Listening Comprehension</b></u> <ul style="list-style-type: none"> <li>use picture clues to help predict meaning</li> <li>recall information: characters, beginning and ending of story</li> </ul>		
	<u><b>Reading Behaviors</b></u> <ul style="list-style-type: none"> <li>identify front/back of book</li> <li>identify where print begins</li> <li>follow print – left/right, top/bottom</li> <li>turn pages from front to back</li> </ul>		
<b>Note: By the end of First Quarter, Unit 1, Story 6, <i>Dig, Dig, Digging</i> should be completed. (minimum pacing)</b> <b>DCA 1.1 should be given after the completion of the story, <i>Plaidypus Lost</i>.</b> <b>DCA 1.2 should be given after the completion of the story, <i>Dig, Dig, Digging</i>.</b>			

ACOS #	Language Arts Standards/ Objectives	Dates	
		Taught	Tested
4, 5, 11, 12	<u><b>Oral Language Development</b></u> <ul style="list-style-type: none"> <li>begin to gain control of grammar when speaking, such as using subject-verb agreement, complete sentences, and correct tense</li> <li><i>begin to express ideas and needs in complete sentences</i></li> <li>begin to follow rules for conversation with peers and adults, including taking turns, and staying on topic</li> <li>begin to initiate conversations</li> <li><i>begin to use appropriate voice level</i></li> <li>begin to participate in discussions about stories, books, and specific topics</li> <li><i>verbalize correct personal data- name, age, and parents' names</i></li> </ul>		
9	<u><b>Language Mechanics</b></u> <ul style="list-style-type: none"> <li><i>use correct hand position when holding writing instrument</i></li> <li><i>use correct directionality</i></li> <li><i>space words appropriately</i></li> </ul>		
2,8	<u><b>Spelling</b></u> <ul style="list-style-type: none"> <li>Approximate the spelling of words</li> </ul>		

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**Reading – Kindergarten      2<sup>nd</sup> Quarter      Pacing Guide At a Glance**

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
1	<u><b>Phonemic Awareness</b></u> <ul style="list-style-type: none"> <li>identify and categorize initial and final phonemes</li> <li>blend phonemes into one-syllable words</li> <li>segment one-syllable words into phonemes</li> <li>produce rhyming words</li> <li>count syllables in words</li> </ul>		
	<u><b>Phonics</b></u> <ul style="list-style-type: none"> <li>identify, name, and match upper-case and lower-case letters</li> <li>begin to blend letter sounds in one-syllable words (letter/sound association)</li> <li>produce sounds of consonants</li> </ul>		
4	<u><b>Vocabulary Development</b></u> <ul style="list-style-type: none"> <li>recognize at least ten high frequency words</li> <li>use words to describe and represent real-life objects and actions</li> </ul>		
5	<u><b>Listening Comprehension</b></u> <ul style="list-style-type: none"> <li>recall information: characters, beginning, and ending of story, setting</li> <li>make predictions about what will happen next</li> <li>recognize patterns in sentences and stories</li> </ul>		
	<u><b>Reading Behaviors</b></u> <ul style="list-style-type: none"> <li>identify where print begins</li> <li>follow print – left/right, top/bottom</li> <li>differentiate between letters and words</li> <li>identify title page</li> </ul>		
<b>Note: By the end of Second Quarter, Unit 3, Story 2, <i>Little Quack</i> should be completed. (minimum pacing)</b> <b>DCA 2.1 should be given after the completion of the story, <i>Bear Snores On</i>.</b> <b>DCA 2.2 should be given after the completion of the story, <i>Little Panda</i>.</b>			

ACOS #	Language Arts Standards/ Objectives	Dates	
		Taught	Tested
4, 5, 11, 12	<u><b>Oral Language Development</b></u> <ul style="list-style-type: none"> <li>begin to gain control of grammar when speaking, such as using subject-verb agreement, complete sentences, and correct tense</li> <li><i>begin to express ideas and needs in complete sentences</i></li> <li>begin to follow rules for conversation with peers and adults, including taking turns, and staying on topic</li> <li>begin to initiate conversations</li> <li><i>begin to use appropriate voice level</i></li> <li>begin to participate in discussions about stories, books, and specific topics</li> <li><i>verbalize correct personal data- name, age, parents' names, <b>phone number, and date of birth</b></i></li> </ul>		
9	<u><b>Language Mechanics</b></u> <ul style="list-style-type: none"> <li><i>use correct hand position when holding writing instrument</i></li> <li><i>use correct directionality</i></li> <li><i>space words appropriately</i></li> <li><i>use correct letter formation to write upper case letters</i></li> <li><i>capitalize names (kindergarten writing benchmark)</i></li> <li><i>punctuate sentences using periods</i></li> </ul>		
2,8	<u><b>Spelling</b></u> <ul style="list-style-type: none"> <li>Approximate the spelling of words</li> </ul>		

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**Reading – Kindergarten      3<sup>rd</sup> Quarter      Pacing Guide At a Glance**

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
1	<u><b>Phonemic Awareness</b></u> <ul style="list-style-type: none"> <li>identify and categorize initial and final phonemes</li> <li>blend phonemes into one-syllable words</li> <li>segment phonemes in one-syllable words</li> <li><i>supply rhyming words</i></li> <li><i>supply a word that has the same initial sound</i></li> </ul>		
2	<u><b>Phonics</b></u> <ul style="list-style-type: none"> <li>produce sounds of letters (consonants and short vowels)</li> <li>blend letter sounds in one-syllable words (letter/sound association)</li> </ul>		
4	<u><b>Vocabulary Development</b></u> <ul style="list-style-type: none"> <li>recognize at least twenty high frequency words</li> <li>use words to describe and represent real-life objects and actions</li> </ul>		
5	<u><b>Listening Comprehension</b></u> <ul style="list-style-type: none"> <li>recall information: characters, beginning, and ending of story, setting, details, main idea</li> <li>retell story</li> <li>identify correct sequence of events</li> <li>differentiate between reality and fantasy</li> <li><i>recognize when simple sentences fail to make sense</i></li> </ul>		
	<u><b>Reading Behaviors</b></u> <ul style="list-style-type: none"> <li>demonstrate one-to-one voice to print match</li> <li>identify role of author/illustrator</li> </ul>		

**Note: By the end of Third Quarter, Unit 4, Story 4, Goldilocks and the Three Bears should be completed. (minimum pacing)**  
**DCA 3.1 should be given after the completion of the story, Hide, Clyde.**  
**DCA 3.2 should be given after the completion of the story, One Little Mouse.**

ACOS #	Language Arts Standards/ Objectives	Dates	
		Taught	Tested
4, 5, 11, 12	<u><b>Oral Language Development</b></u> <ul style="list-style-type: none"> <li>begin to gain control of grammar when speaking, such as using subject-verb agreement, complete sentences, and correct tense</li> <li><i>begin to express ideas and needs in complete sentences</i></li> <li>begin to follow rules for conversation with peers and adults, including taking turns, and staying on topic</li> <li>begin to initiate conversations</li> <li><i>begin to use appropriate voice level</i></li> <li>begin to participate in discussions about stories, books, and specific topics</li> <li><i>verbalize correct personal data- name, age, parents' names, phone number, date of birth, and address</i></li> </ul>		
9	<u><b>Language Mechanics</b></u> <ul style="list-style-type: none"> <li><i>use correct hand position when holding writing instrument</i></li> <li><i>use correct directionality</i></li> <li><i>space words appropriately</i></li> <li><i>use correct letter formation to write upper case letters</i></li> <li>capitalize names and first word of sentences (kindergarten writing benchmark)</li> <li><i>punctuate sentences using periods, question marks, and exclamation marks</i></li> </ul>		
2,8	<u><b>Spelling</b></u> <ul style="list-style-type: none"> <li>approximate the spelling of words</li> <li><i>develop a collection of correctly spelled high-frequency words</i></li> </ul>		

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Reading –Kindergarten      4<sup>th</sup> Quarter      Pacing Guide At a Glance

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
1	<u><b>Phonemic Awareness</b></u> <ul style="list-style-type: none"> <li>blend phonemes into one-syllable words</li> <li>blend onsets and rimes</li> <li>identify and categorize medial phonemes</li> <li>segment phonemes in one syllable words</li> </ul>		
2	<u><b>Phonics</b></u> <ul style="list-style-type: none"> <li>blend phonemes using CVC pattern</li> </ul>		
4	<u><b>Vocabulary Development</b></u> <ul style="list-style-type: none"> <li>recognize at least twenty-five high frequency words</li> <li>use words to describe and represent real-life objects and actions</li> </ul>		
5	<u><b>Listening Comprehension</b></u> <ul style="list-style-type: none"> <li>recall information: characters, beginning, and ending of story, setting, details, main idea</li> <li>retell story</li> <li>make predictions using pictures and context clues</li> <li>respond to stories by asking questions, discussing ideas, and relating events to daily life</li> </ul>		
	<u><b>Reading Behaviors</b></u> <ul style="list-style-type: none"> <li>demonstrate one-to-one voice to print match</li> <li>identify role of author/illustrator</li> <li>become an emergent reader by beginning to control early reading strategies</li> </ul>		
<p><b>NOTE: By the end of Fourth Quarter, Unit 5 should be completed (minimum pacing)</b>  <b>For those who complete Unit 5 prior to the end of the year, proceed through the Unit 6 stories as time permits.</b>  <b>DCA 4.1 should be given after the completion of the story, <i>May Day, May Day!</i></b>  <b>DCA 4.2 should be given after the completion of the story, <i>On the Move!</i></b></p>			

ACOS #	Language Arts Standards/ Objectives	Dates	
		Taught	Tested
4, 5, 11, 12	<u><b>Oral Language Development</b></u> <ul style="list-style-type: none"> <li>begin to gain control of grammar when speaking, such as using subject-verb agreement, complete sentences, and correct tense</li> <li><i>begin to express ideas and needs in complete sentences</i></li> <li>begin to follow rules for conversation with peers and adults, including taking turns, and staying on topic</li> <li>begin to initiate conversations</li> <li><i>begin to use appropriate voice level</i></li> <li>begin to participate in discussions about stories, books, and specific topics</li> <li><i>verbalize correct personal data- name, age, parents' names, phone number, date of birth, and address</i></li> </ul>		
9	<u><b>Language Mechanics</b></u> <ul style="list-style-type: none"> <li><i>use correct hand position when holding writing instrument</i></li> <li><i>use correct directionality</i></li> <li><i>space words appropriately</i></li> <li><i>use correct letter formation to write upper case letters</i></li> <li>capitalize names and first word of sentences (kindergarten writing benchmark)</li> <li><i>punctuate sentences using periods, question marks, and exclamation marks</i></li> </ul>		
2,8	<u><b>Spelling</b></u> <ul style="list-style-type: none"> <li>approximate the spelling of words</li> <li><i>develop a collection of correctly spelled high-frequency words</i></li> </ul>		

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